

*Part 3*

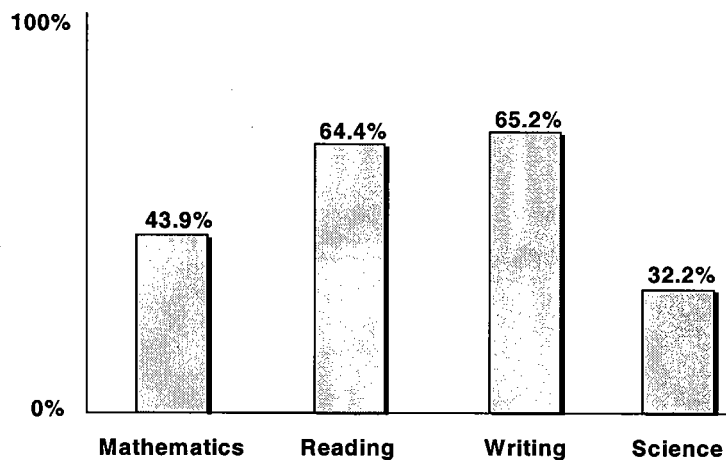
# **Readiness Participation in college Transfers Achievement**

## Readiness

**How well prepared for higher education are Washington students?**

Beginning in 2008, high school students will have to meet Washington Assessment of Student Learning (WASL) standards in three areas – mathematics, reading, and writing – to earn the Certificate of Academic Achievement and a high school diploma. Beginning with the class of 2010, students also will have to meet WASL science standards in order to graduate. Because most Washington students will need to attain the Certificate of Academic Achievement before beginning college-level work, WASL performance is an important factor in college preparation. In 2003-04, 38.8 percent of 10<sup>th</sup> grade Washington students met the statewide standards in three subject areas (mathematics, reading, and writing). Black, Hispanic, and Native American students lag behind their Asian/Pacific Islander and white peers in 10<sup>th</sup> grade WASL performance.

**2003-04 10<sup>th</sup> grade WASL scores:  
percentage meeting statewide standards**



**2003-04 10<sup>th</sup> grade WASL scores:  
percentage of students meeting statewide standards by race/ethnicity**

	<u>Mathematics</u>	<u>Reading</u>	<u>Writing</u>	<u>Science</u>
Black	16.0%	42.8%	48.9%	9.3%
Asian/Pacific Islander	52.2%	70.5%	73.4%	33.7%
Hispanic	19.6%	41.3%	42.5%	11.1%
Native American	23.2%	46.2%	46.6%	14.9%
White	49.2%	69.5%	69.7%	37.4%

Source: Office of the Superintendent of Public Instruction: <http://reportcard.ospi.k12.wa.us>.

Note: Beginning in 2004, "listening" is no longer assessed on the WASL.

## **Readiness**

**Are college-level learning opportunities available to Washington high school students?**

A number of college-level learning opportunities are available to Washington high school students, including Running Start, Advanced Placement, International Baccalaureate (IB), College in the High School, and Tech Prep.

### **Running Start**

The Running Start program enables 11<sup>th</sup> and 12<sup>th</sup> grade students to take college courses at the state's community and technical colleges and Washington State, Eastern Washington, and Central Washington Universities. School districts pay tuition costs, while students are responsible for books and other expenses. After some initial pilot projects, the program was expanded statewide in the 1992-93 academic year.

*Source:* Higher Education Coordinating Board,  
<http://www.hecb.wa.gov/intro/packets/FebMtg02.pdf>.

### **Advanced Placement**

The Advanced Placement (AP) program offers high school students the opportunity to take college-level courses in their high schools. Students participating in AP may earn college credit, depending on how they score on their AP examinations. Advanced Placement courses are taught by high school teachers following guidelines published by the College Board.

In 2003-04, Washington had 20,292 high school students enrolled in AP. These students took 31,815 exams, and 20,110 of these (63 percent) had passing scores of 3 or higher. Sixty-five percent of Washington high schools offer at least one AP course.

*Sources:* College Board, Inc., <http://apcentral.collegeboard.com/program>; and Office of the Superintendent of Public Instruction.

## **Readiness**

### **International Baccalaureate**

The International Baccalaureate (IB) program is a college prep course of study leading to examinations in core fields. Colleges and universities may award credit for International Baccalaureate work, depending on IB examination scores. The program began as a way to establish a common curriculum and university entry credential for students moving from one country to another.

*Source:* International Baccalaureate Organization, <http://www.ibo.org>.

### **College in the High School**

College in the High School programs provide college-level courses to 11<sup>th</sup> and 12<sup>th</sup> grade students. These courses are offered at the high schools and may be taught by high school faculty who are also adjunct faculty at a college. The courses use the same curriculum, assessments, and textbooks as identical courses offered on campus would use. The courses must be college-level, included in the college's catalog or an appropriate supplement, and taught as part of the college curriculum.

*Source:* State Board for Community and Technical Colleges, [http://www.icrc.wvu.edu/text/format/ap/text\\_hs.html](http://www.icrc.wvu.edu/text/format/ap/text_hs.html).

### **Tech Prep**

Tech Prep offers students an opportunity to earn community college credit while still in high school by enrolling in a "tech prep" course. These courses are aimed at preparing students for technical and professional careers by requiring that they earn a B grade; students pay a \$15 application fee to the college awarding the credit. Tech Prep credit is awarded for many types of courses, ranging from accounting to auto body repair to drafting and Web site design.

*Source:* Various community and technical colleges.

## Readiness

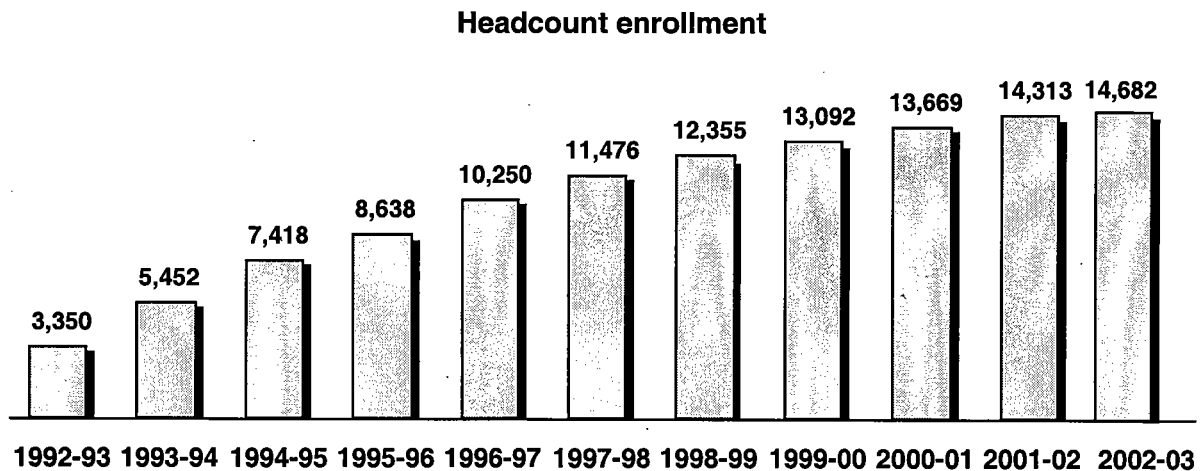
### What is Running Start? How many students are enrolled in the program?

The Running Start program enables qualified high school juniors and seniors to simultaneously earn college and high school credit by taking courses free of charge at community and technical colleges, Central, Eastern, or Washington State Universities. The Evergreen State College is authorized to offer Running Start as well but, to date, has not chosen to do so. About nine percent of all high school juniors and seniors in public schools are taking at least one college course through Running Start.

High school students are tested before being admitted to the two-year colleges to determine whether they are capable of doing college-level work. In fact, the grade point average for Running Start students is comparable to that of similar two-year college students. Research has shown that Running Start students who transfer to four-year universities perform as well or better than traditional college students.

The number of students involved in the Running Start program has grown steadily. In 2002-03, 14,682 students participated. Between 2001-02 and 2002-03, there was a 2.6 percent increase in participation.

### Growth in Running Start enrollments at community and technical colleges has slowed in recent years



Source: State Board for Community and Technical Colleges, *Running Start: 2002-03 Annual Progress Report*.

Note: Does not include Running Start students at Central or Eastern Washington Universities or Washington State University.

## **Readiness**

### **How do Washington students compare to their national peers in their performance on the SAT and ACT?**

**W**ashington high school students outperform their national peers on college entrance examinations.

Most Washington students seeking admission to four-year colleges take one (or both) of two college entrance examinations – the Scholastic Aptitude Test (SAT) or the American College Test (ACT). The SAT is an aptitude test, while the ACT is a curriculum-based achievement test.

- The SAT I measures verbal and mathematical reasoning skills that are considered necessary for students to succeed academically. The SAT I includes two tests: one in English and one in math. Scores for each test are scaled from 200 to 800, with a total composite score of 400 to 1600.

Approximately 52 percent of Washington high school graduates in 2003-04 took the SAT I. Their average score was 1059 (out of 1600), 33 points above the national average of 1026.

- The ACT includes four tests: reading, English, science, and math. Scoring ranges from one to 36 for each of the four tests. A composite score is created by averaging the test results.

About 15 percent of Washington high school graduates took the ACT in 2003-04. Their average composite score of 22.5 (out of 36) was 1.6 points above the national average.

### **Washington SAT I and ACT mean scores compared to national mean scores: 2003-04**

	<u><b>Washington</b></u>	<u><b>Nation</b></u>
2003 SAT I	1059	1026
2003 ACT	22.5	20.9

*Sources:* The College Board, "Integrated State Summary 2004;" ACT, Inc., "ACT High School Profile of High School Graduating Class 2004, State Composite for Washington."

## Readiness

### How do Washington students' test scores compare by gender?

Females do not score as well as males on the SAT, both nationally and in Washington State. In Washington, males achieved a mean score of 551 on the math portion of the SAT I, compared to 514 for females. The pattern is similar with the verbal exam scores. One explanation is that fewer males take the SAT, so the pool of male candidates is more narrowly defined. The larger the pool of test-takers, the broader the range of academic achievement.

#### SAT I mean scores by gender: 2003-04

	<u>Math</u>		<u>Verbal</u>	
	<u>Males</u>	<u>Females</u>	<u>Males</u>	<u>Females</u>
Nation	537	501	512	504
Washington	551	514	531	525

The gap between males and females is less pronounced on the ACT than the SAT. In Washington, for example, females outscored males on English and reading, while trailing in math and science. This pattern was true at the national level as well.

#### ACT scores by gender and subject area: 2003-04

	<u>Washington</u>		<u>Nation</u>	
	<u>Males</u>	<u>Females</u>	<u>Males</u>	<u>Females</u>
English	21.4	22.3	19.9	20.8
Math	23.1	21.6	21.3	20.2
Reading	22.9	23.4	21.1	21.5
Science	22.6	21.7	21.3	20.5
Composite	22.6	22.4	21.0	20.9

Sources: The College Board and ACT, Inc.

## Readiness

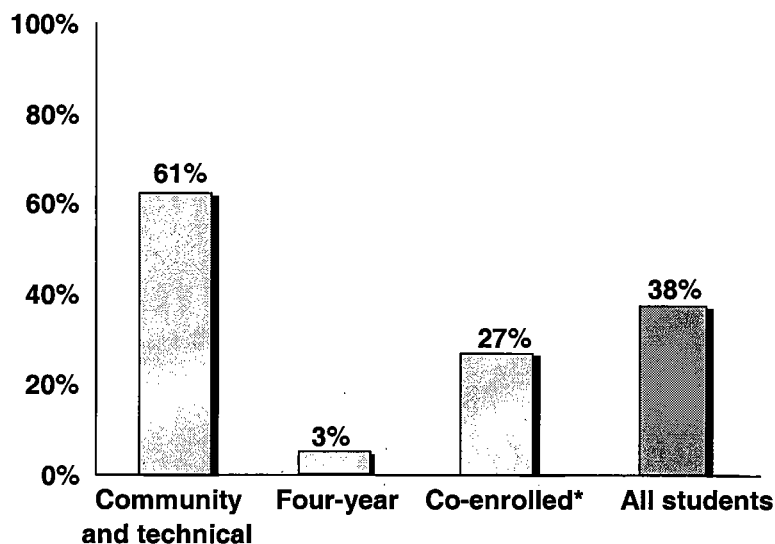
### How much remediation do Washington high school graduates need when they get to college?

Remedial courses are basic education courses that do not carry college-level credit. Of the 2002 high school graduates who began postsecondary education at Washington's two-year and four-year colleges and universities within a year after graduating from high school, 38 percent enrolled in remedial mathematics or English courses.

More students enroll in remedial math than in remedial English. About one-third (33 percent) of the students attending college in the 2002-03 school year enrolled in remedial math courses, 15 percent enrolled in remedial English, and about 11 percent took both remedial English and math.

Remediation rates vary by type of college. The four-year institutions are becoming increasingly selective, usually requiring students that need remediation to attend the two-year colleges for remedial coursework.

**2002 college remediation:  
percentage of students enrolled in at least one remedial course,  
by institution type**



\*Co-enrolled students: enrolled in a community college and four-year institution at the same time.

Source: Washington State Graduate Follow-Up Study, High School Class of 2002, WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction.



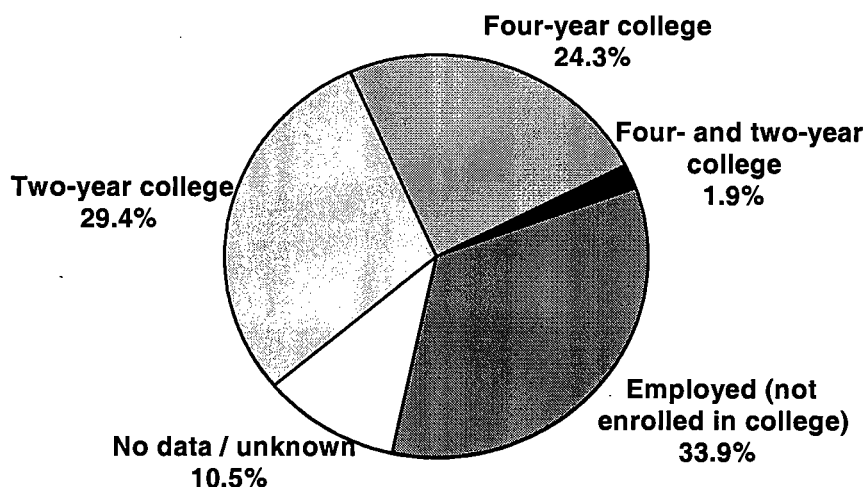
## ***Participation in college***

### **What do Washington students do after they graduate from high school?**

The “Washington State Graduate Follow-Up Study” for the high school class of 2002 indicates that approximately 56 percent of high school graduates enroll in postsecondary education within the first year of graduation. Because data are not available for more than 10 percent of graduates, this percentage is likely even greater.

In addition, data indicate that nearly 34 percent of high school graduates are employed and not attending college. However, it is important to note that most college students are also employed – in addition to their postsecondary pursuits.

**Pursuits after graduating from high school:  
class of 2002**



*Source: Washington State Graduate Follow-Up Study, High School Class of 2002, WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction.*

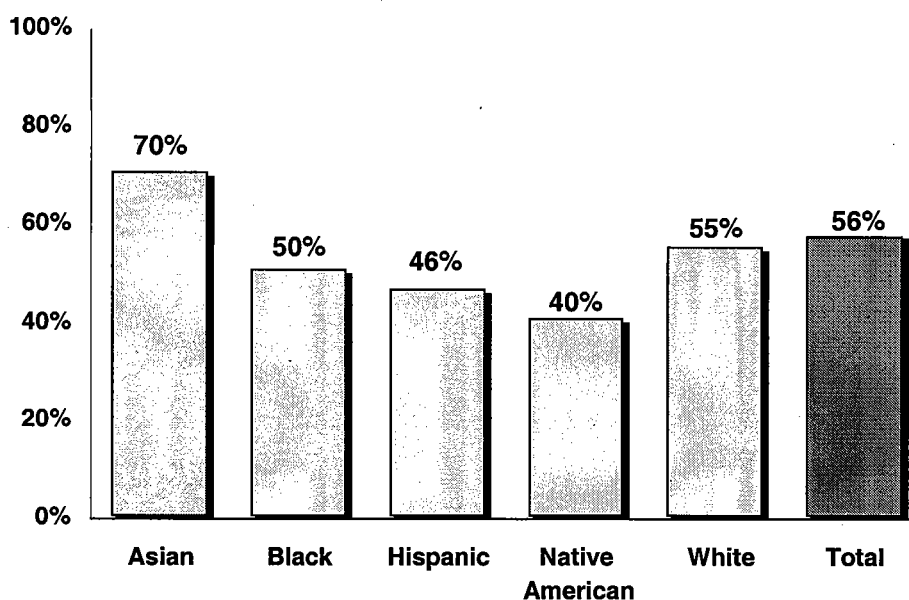
## ***Participation in college***

**Are there  
differences  
in college  
participation  
among high  
school graduates  
of different races  
or ethnic groups?**

**T**here are differences in the college-going rates for racial and ethnic groups.

Within one year of graduating from high school, Asian students enroll in college at the highest rates. Students of other race/ethnic backgrounds enroll at lower rates.

**Percentage of high school graduates going to college,  
by race and ethnicity:  
2002**



*Source: Washington State Graduate Follow-Up Study, High School Class of 2002, WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction.*

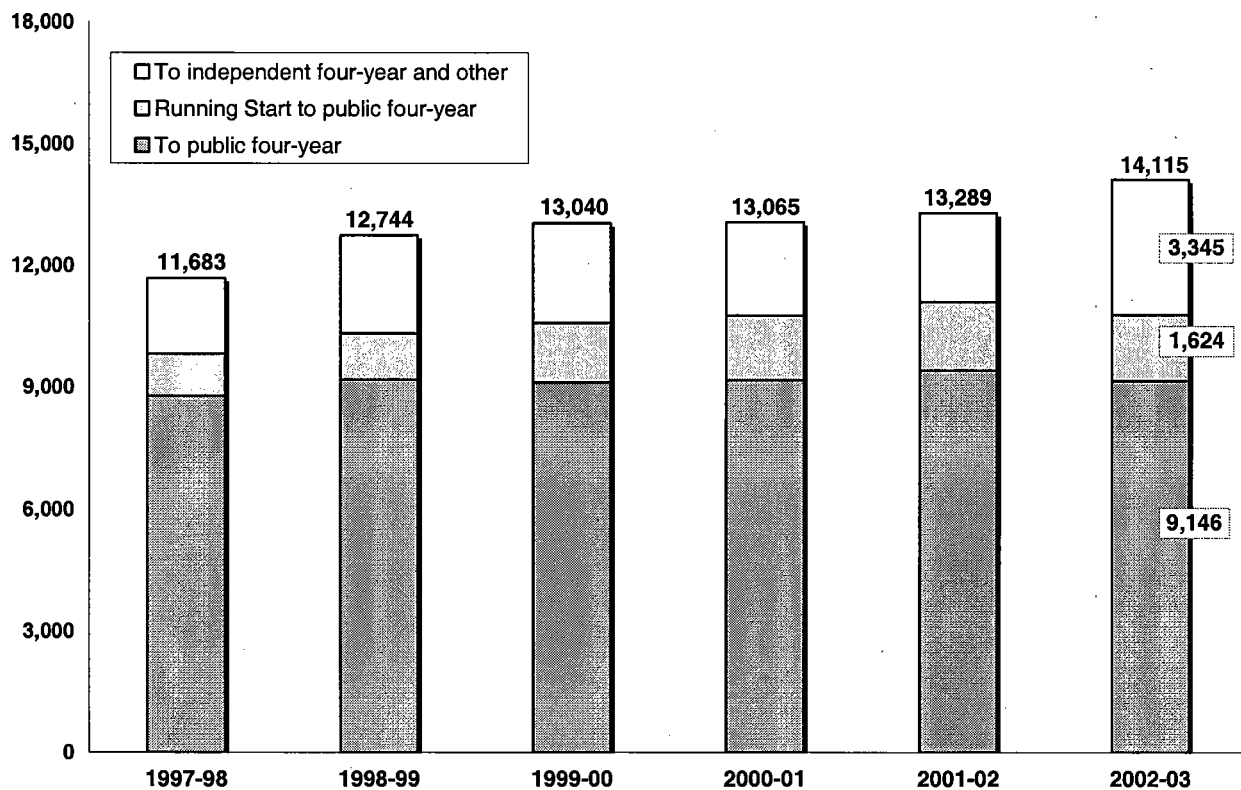
## Transfers

**How many students transfer from a Washington community or technical college to a four-year institution?**

About 14,000 Washington community and technical college students transferred to four-year institutions in 2002-03. Not all transfer students have degrees and not all students with two-year degrees transfer.

Nearly three-quarters of the students transferred to public four-year institutions; this includes more than 1,600 Running Start students. In addition, more than 3,000 students transferred to other baccalaureate institutions, either in-state or out-of-state; this includes 1,500 students who transferred to the University of Phoenix.

**Most students transferring from the community and technical colleges enter the public four-year institutions**



Source: State Board for Community and Technical Colleges, *Academic Year Reports*.

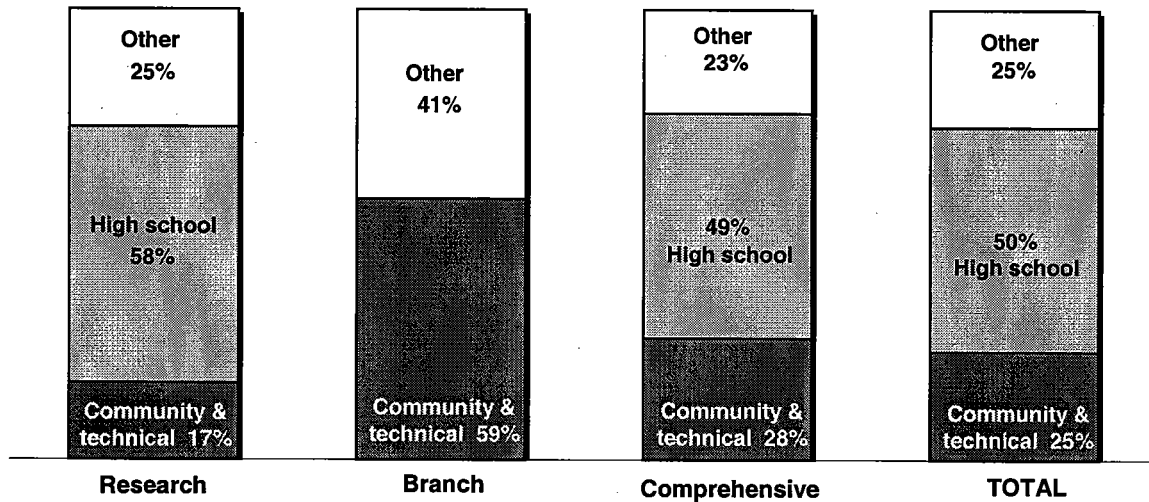
## Transfers

**What percentage of new students at public four-year institutions transfer from community and technical colleges?**

Overall in Washington's public baccalaureate institutions, transfer students from Washington community and technical colleges make up 25 percent of the new entering undergraduates.

The share at the research universities is 17 percent; at branch campuses it is 59 percent; and at the comprehensive institutions it is 28 percent.

**Community college transfers make up about a quarter of all new undergraduates at public four-year institutions**



Source: Office of Financial Management, *Higher Education Enrollment Report*, Table 7, fall 2003.

Notes: Students with Running Start credits are included in "high school." "Other" includes transfers from Washington four-year institutions, transfers from out-of-state, and unknown.

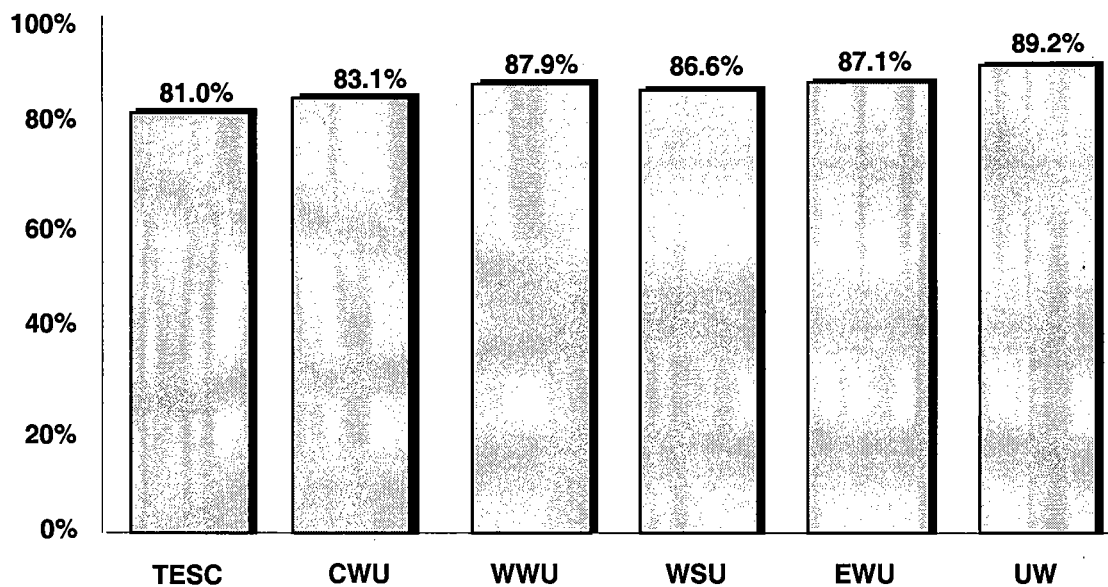
## **Achievement**

**What proportion of students return to school from year to year?**

**E**ntering college is only the beginning of the postsecondary journey for the state's students. How well do these students proceed to graduation?

"Retention" rates measure the proportion of students enrolled at an institution in any given year – excluding graduates – that return for the next academic year. The four-year public institutions are under a legislative mandate to make efforts to improve their undergraduate retention rates.

**Typically, undergraduate retention rates range from about 80 percent to 90 percent at the four-year institutions**



*Source:* Higher Education Coordinating Board, 2002-03 Performance Accountability Reports.

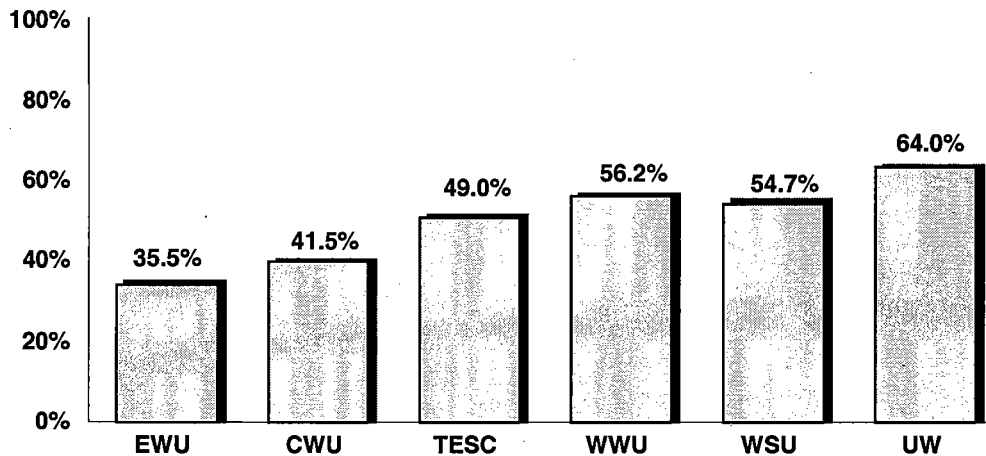
## **Achievement**

**What proportion of undergraduate students entering Washington's public four-year institutions graduate within five years?**

**G**raduation rates – the proportion of entering freshmen who earn degrees within five years of beginning their studies – vary widely across the four-year public institutions in the state.

This variation in graduation rates is due mainly to differences in the level of academic preparation that students bring to the schools. All of the institutions are under a legislative mandate to take action to improve their graduation rates.

**Five-year graduation rates  
at the four-year public institutions:  
2002-03**



*Source:* Higher Education Coordinating Board, 2002-03 Performance Accountability Reports.

*Note:* Table shows the percentage of students who entered public baccalaureate institutions as freshmen in 1998 and graduated in 2003.

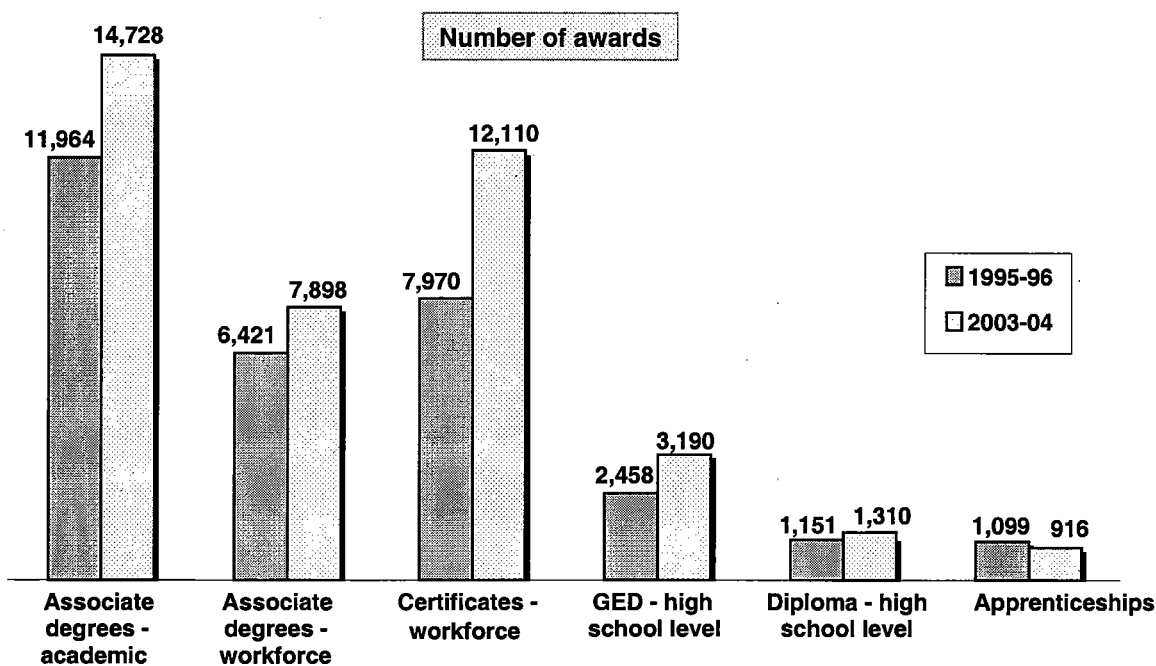
## Achievement

**How many degrees and certificates are awarded each year at the community and technical colleges?**

Community colleges award associate of arts degrees that prepare students for transfer or recognize two years of general education. Community and technical colleges also award associate degrees in applied technologies in several hundred programs as preparation for technical and paraprofessional positions.

Community and technical colleges award certificates in a variety of specific job-related programs. Certificate programs range in length from several weeks to more than two years. Colleges also help thousands of adults complete high school or earn the General Education Development (GED) certificate. In addition, nearly a thousand students each year complete apprenticeship training.

**Degrees, college-level certificates, and other awards from community and technical colleges:  
1995-96 and 2003-04**



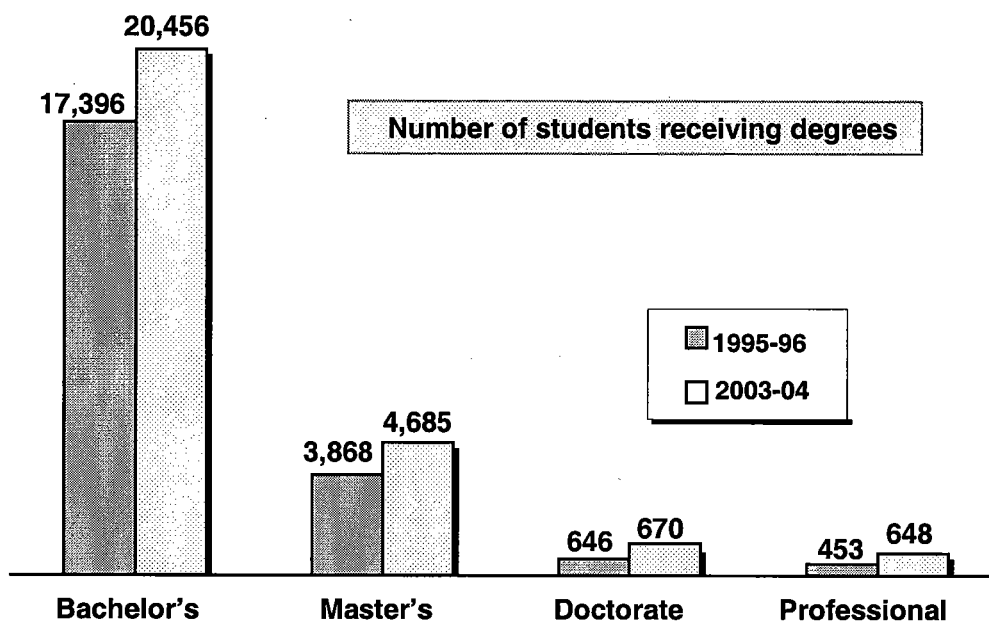
Sources: Integrated Postsecondary Education Data System (U.S. Department of Education); and State Board for Community and Technical Colleges, *Academic Year Report*, 1999-2000 and 2003-2004.

## Achievement

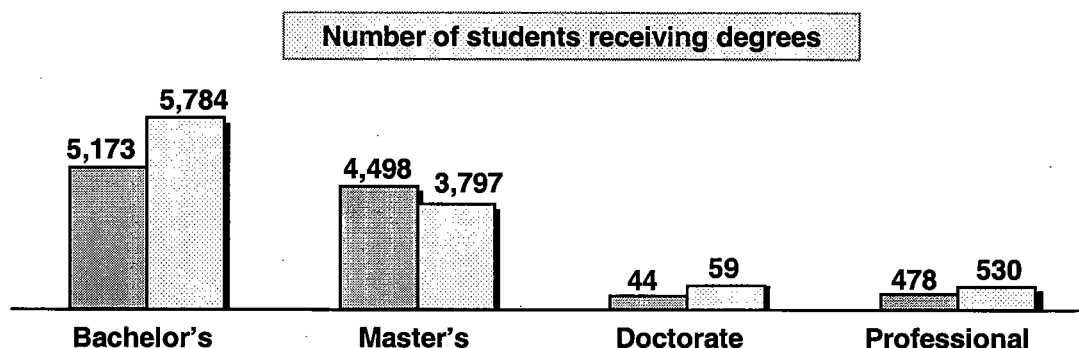
**How many degrees are awarded each year at four-year institutions?**

**P**ublic four-year institutions award the majority of degrees in the state. Private institutions (both non-profit and for-profit) also produce significant numbers of degree recipients.

**Awards at public four-year institutions have increased for all types of degrees: 1995-96 and 2003-04**



**Awards at independent four-year institutions have increased for most types of degrees: 1995-96 and 2003-04**



Source: Integrated Postsecondary Education Data System (U.S. Department of Education).



## Achievement

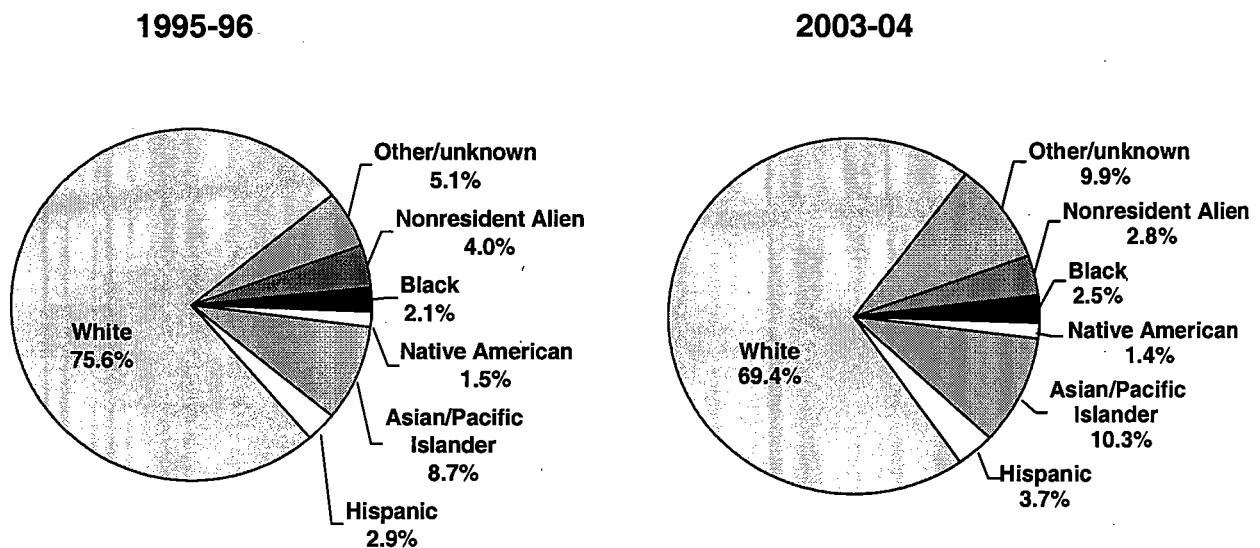
**Have women and minorities made gains in bachelor's degree completion at the four-year colleges?**

**W**omen earn a larger share of bachelor's degrees than men. Over time, there have been small increases in the proportion of bachelor's degrees earned by minority students.

**Percentage of students, by gender, earning bachelor's degrees:  
1995-96 and 2003-04**

	<u>1995-96</u>	<u>2003-04</u>
Women	54.8%	58.1%
Men	45.2%	41.9%

**Percentage of students, by race and ethnicity, earning bachelor's degrees:  
1995-96 and 2003-04**



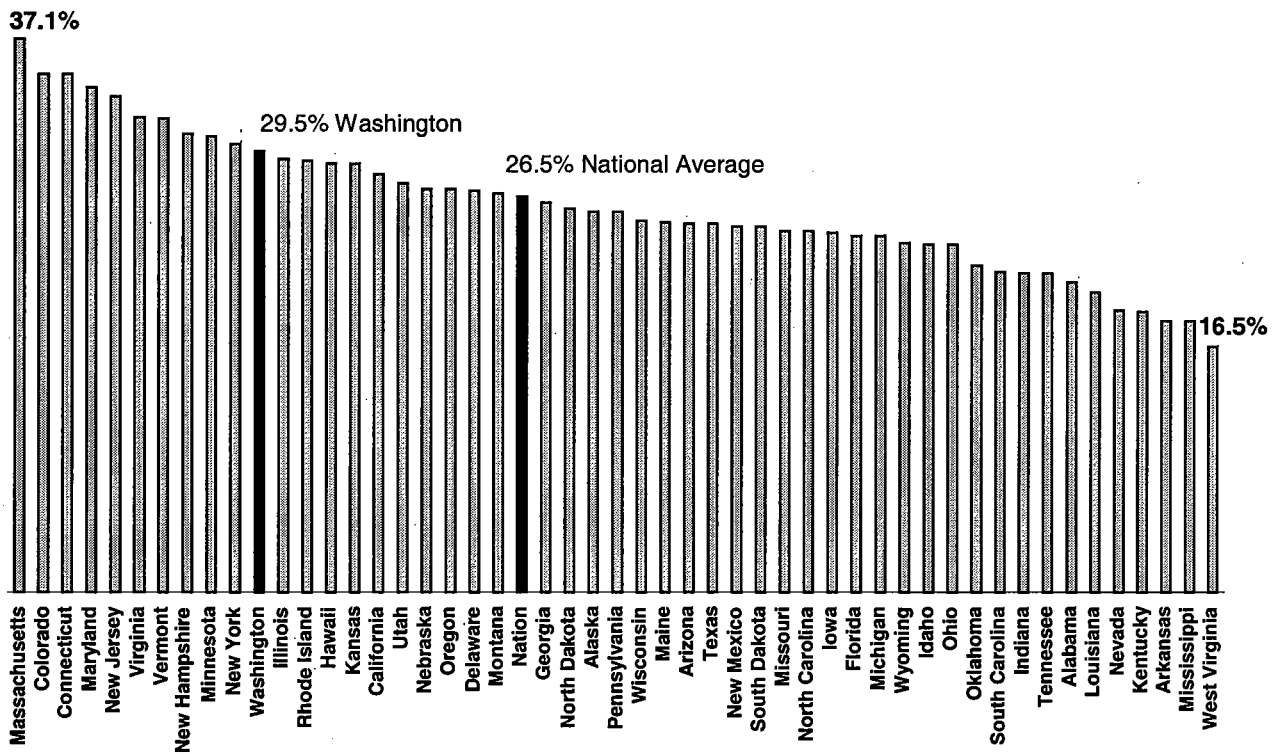
Source: Integrated Postsecondary Education Data System (U.S. Department of Education).

## Achievement

What percentage of Washington residents hold at least a bachelor's degree?

Washington ranks 11<sup>th</sup> nationwide in the number of state residents with a bachelor's degree or higher.

Percentage of 25 – 64 year olds with a bachelor's degree or higher



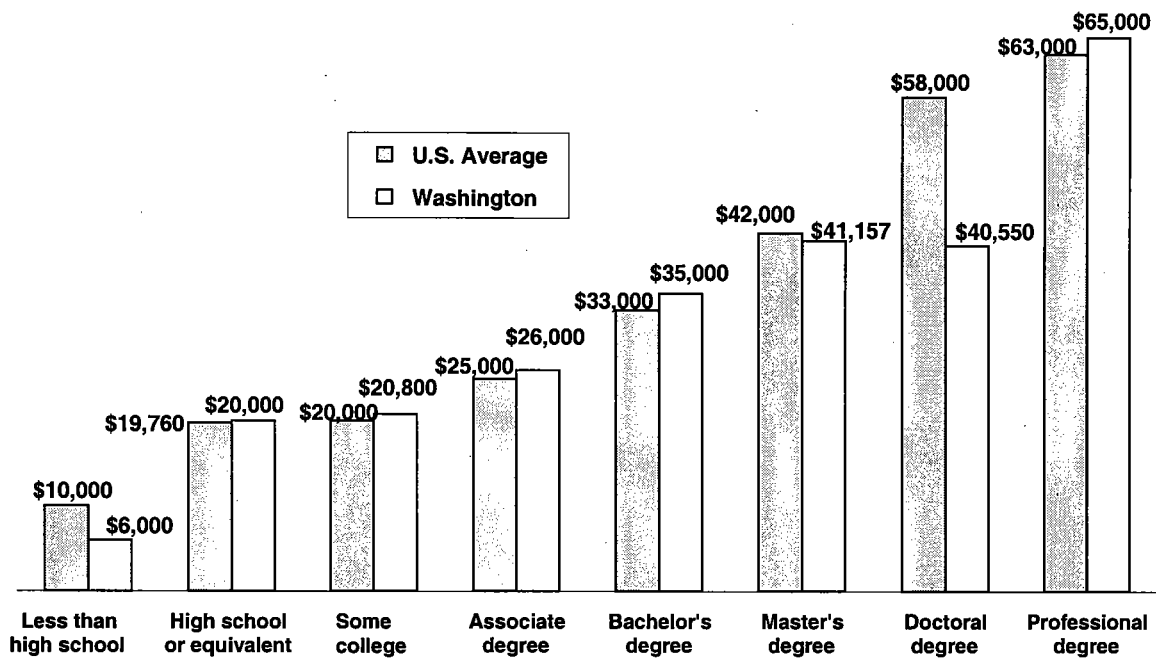
Source: 2000 U.S. Census.

## Achievement

How does  
education level  
affect income?

Most Washington residents with at least a high school diploma earn more than the national average, while those with a master's or doctorate degree earn less.

Average income compared to  
education attainment



Source: 2000 U.S. Census.